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ABSTRACT

This resource bibliography contains abstracts of 67 documents about values clarification in population education. It is the third in a series of three bibliographies for the development of population education programs in the Philippines. Included are abstracts of books, periodical articles, ERIC documents, and unpublished theses. Most of the entries are from United States and Filipino sources. They are presented in the following subject areas: values and value education, moral values and education, value clarification strategies, teachers' and administrators' values, student values, Filipino values, and value measurement. Within each subject area the entries are categorized according to publication type. Each entry gives information on author, title, place of publication, publisher's name, date, and number of pages; a detailed abstract; and names of institutional libraries in the Philippines where the documents can be located. (AV)

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ABSTRACT-BIBLIOGRAPHY SERIES
Series One **Part Three**

**STRATEGIES FOR VALUE CLARIFICATION
IN POPULATION EDUCATION**

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FOREWORD

This Abstract-Bibliography Series is a joint attempt of the Population Education Research Utilization Project and the Population Center Foundation Library to consolidate and generate a user-oriented reference or resource material base. The need to organize a system for developing data base through intensive and extensive searching, processing and storing of information through bibliography, among other vehicles, arises from the following conditions: (1) the substantial increase in the quantity and scope of research and documentation in population and related fields; and (2) the anticipated problem of handling efficiently the growing volume of information and material collection which the Foundation's Population Education Research Utilization Project and the other Research Utilization projects will be facing in the future.

This Abstract-Bibliography Series will not only systematize locating, storing, and organizing the materials but also facilitate dissemination of information. The Series provides bibliographic control to assist the Poped Research Utilization Staff, target audiences, and other interested parties in acquiring a tangible gauge of available materials in the Population Center Foundation Library. Furthermore, it also serves as a finding tool for materials produced in the various fields, including where such materials can be secured.

The first of this Abstract-Bibliography Series is on Teacher Training in Population Education. This subject was identified as a problematic area by professionals in population education through the spadework interviews conducted by the Poped RU staff. Being a user-oriented publication, all subjects to be dealt with in the Abstract-Bibliography Series will be based on information needs and recommendations of the users or the target audiences. For this first of a series, the Abstract-Bibliography will come in three parts:

- Part I — Teacher Training Schemes in Population Education
- Part II — Effective Evaluation of Teacher Training in Population Education
- Part III — Strategies in Value Clarification in Population Education

The books, periodicals, and reports contained in each Part were used as reference materials for the three literature reviews of the same titles. The Abstract-Bibliography, together with the three literature reviews were primarily prepared and written for the professionals who will participate in the series of conferences on Population Education Research Utilization (Teacher Training) on April, May, June and July. These publications will also be available in limited circulation to other interested professionals in the population education and other related fields.

The materials contained in the Abstract-Bibliography Series include books, periodical articles, published reports found in ERIC (Education Resources Information Center), and unpublished materials-theses. For easier retrieval of the information, the names of other libraries and resource centers where some of the materials are located, have been properly identified and marked accordingly.

The Abstract-Bibliography Series will come out once a year together with the literature reviews of the same subject, in conjunction with the Population Education Research Utilization conferences.

DIRECTIONS FOR USE

This is a three-part Abstract-Bibliographic Series: Part I — Teacher Training Schemes in Population Education; Part II — Effective Evaluation of Teacher Training in Population Education; Part III — Strategies for Value Clarification in Population Education. Each part, in turn, is divided into lesser categories. Within each lesser category are the entries classified into Books, Periodical Articles, Published Reports (Educational Resources Information Center, ERIC for short) and Unpublished Materials (Theses). The entries are arranged alphabetically by author, institution or other main entry within each classification.

An abstract provides a brief summary of the purpose and content of a source document.

An abstract may either be INFORMATIVE or INDICATIVE. The informative abstract contains a statement of the author's thesis, several sentences of his development or proof, and his conclusions. It is a summary of an author's own ideas. The indicative abstract on the other hand, broadly presents the contents and format of a document. The former is a condensed duplication of the document's contents while the latter is a guide to the contents of a document.

This Series contains both types of abstracts.

The general format for most entries based on *Turabian's Manual for Theses Writing* is the following: author, title, place of publication, publisher's name, date, and number of pages.

For this series, however, we have added two items to the general format: 1) the symbol ED (for ERIC Document) with the number of a particular microfiche, and 2) the names of institutional libraries where the entry can be found, enclosed in parentheses.

Code of Institutional Libraries

The following is the code of institutional libraries where the materials abstracted here can be located. These libraries were chosen because they have a large collection of teacher training and population education materials.

AdeM	Ateneo de Manila University
DEC	Department of Education and Culture
FAPE	Fund for Assistance to Private Education
NRDCTE	National Research and Development Center in Teacher Education
PCF	Population Center Foundation
UP Ed	University of the Philippines, College of Education
UP SEC	University of the Philippines, Science Education Center

Interested parties may request extra copies of the Abstract-Bibliography Series and the materials cited in the Abstract-Bibliography from the Population Center Foundation Library. Xeroxed copies are priced at P0.70 per page.

METHODOLOGY AND STAFF

The Research Utilization: Population Education (RU PopEd) strategy consists of two processes: 1) the retrieval, transformation and communication of research findings through literature reviews and 2) feedback conferences for professionals (selected teachers, administrators, policymakers and researchers) in the field of population education with the reviews serving as springboards for discussions.

The reviews for the second cycle of conferences revolve around the problem area of teacher training, earlier identified by participants of the first cycle of conferences (held in Summer, 1975). Investigation through spadework interviews conducted in some provinces was made to ascertain *a priori* and emergent problems on teacher training. These interviews also determined the direction of an exhaustive literature search.

An exhaustive literature search was done on three topics: Teacher Training Models and Strategies, Value Clarification Strategies, and the Evaluation of Training. The search process involved making valuable contacts with individuals, resource centers or agencies which are repositories of or have access to resource materials on teacher training in population education. Bibliography listings of both local and foreign materials were solicited, from which the Staff selected those pertinent to their respective topics.

Although local materials were given high priority, difficulty was experienced in locating research studies or articles which were directly applicable to the topics being developed. This underscores the need for a systematized way of locating, storing, and organizing locally available materials in this research area, not to mention the need for new research.

Acknowledging the usefulness of a communication and dissemination scheme for reference materials available on the conference topics, abstracts of these materials were made to serve as supplement to the above-mentioned literature reviews. Aimed to reconstruct the original study, research abstracts were written to contain the study's objectives, methodology, findings and conclusions, and lastly, recommendations.

The package you now see is a product of the joint efforts of the RU:PopEd and the Library. The RU:PopEd Staff performed the spadework procedures and furnished the literature reviews and abstracts while the PCF Library ordered the reference materials needed. It will also be serving as repository for a majority of the materials contained herein. Both staffs contributed to the planning and supervising the technical details entailed in producing this output.

We wish to acknowledge the work of the following individuals on this first of an Abstract-Bibliography Series:

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VALUES AND
VALUE EDUCATION

Periodical
Articles

Bond, David

"The Fact-Value Myth", *Social Education*.
National Council for the Social Studies.
Vol. 34, No. 2, February 1970. 186-190
pp. (UP Ed, PCF)

The aim of this article is to focus attention on social science education's failure to adopt and use defensive inquiry formulations. Education contains, according to the author, an erroneous set implicit propositions about relationships between facts and values, referred to here as the fact-value myth. This myth consists simply in the erroneous belief that there is a difference between facts and values; that there is no intersection of the two; that facts are value-free and that values cannot be inspected for factual, empirical or other kinds of validity test. As a result, students are being taught a Pavlovian sensitivity to the magic sound, "value judgement". All serious debate must come to a close once that bell is rung. It is perfectly reasonable to press a point until the opposition claims that his case rest on a value judgment. To argue further is to violate his human right to a sacredly acquired belief that must not be challenged. Bond argues that the stuff with which social scientists deal is not man, social institutions or related human phenomena, but *statements* about those things. If social science subject matter can be understood as statements, then we might say that education has failed to distinguish between kinds of statements and the correspondent modes of inquiry. Bond then differentiates between objective value claims, based on the criteria that is objective, personal or public and subjective value claims, based on subjective, personal or private criteria. The validity of judgments produced using subjective criteria changes with every individual. Therefore, these judgments cannot be questioned or tested for validity. On the other hand, the validity of judgments made using objective criteria does not change from person to person. Bond recommends that students must be taught to see the difference between these two types of value judgments. They must be made to understand that objective value judgments

can be tested for empirical validity. In addition, they must be taught to distinguish between empirical and aesthetic value claims.

Descriptors:

Social sciences; Values

Hinkemeyer, Michael

"Societal Values: A Challenge to the Curriculum Specialist." *The Social Studies*, LXV (March, 1974), 114-118. (AdEM).

Education is surrounded by a mythical field. People believe that schools exist in order to transmit societal values to students and to press for change in society so the "democratic ideal" might be attained in some future time. That schools actually perform these ends is the myth. Theory, alas, is vastly different from practice. The schools are now faced precisely with the problem of providing a curriculum that incorporates the high ideals of American democracy which is, at the same time, practical and in conjunction with what American society actually is. The challenge to the curriculum specialist is two-fold; first, the contradictory nature of societal values demands objectives for citizenship education which take into consideration the richness, variety and the confusion of the principles by which we claim to be guided. Secondly, the division in role and procedure between the college-level and the school-level curriculum specialist demands a cooperative, coordinated working relationship between the two professorial camps.

In order that societal values be dealt with logically, the narrowness of inapplicable and indefensible behavioral objectives will have to be eschewed. In their stead, the author proposes an objective that encompasses both the recognition of nuance in values themselves and the provision of participation by the student in the process of shaping his own education. These objectives will be open-ended and developmental. They will suggest possible relationships among values rather than proceed on the basis that values are already known and

Values and Value Education

understood fully and have only to be transmitted to be made real to the student. In order to relieve the sterility of curriculum practice in the colleges and public schools, curriculum professionals at both levels should begin to develop ways by which to establish and regularize their separate procedures in a co-ordinated context. The two camps should begin to work toward an in depth analysis of the values which serve as the bases of curriculum objectives. These ought to be well-grounded both ideally, in terms of American democracy, and practically, in terms of socio-political reality. The school itself, the author concludes, should be a place in which everything can be explored in as many ways as possible, in as many styles of exploration as human ingenuity can invent.

Descriptors:

Social Values; Curriculum

Punke, Harold H.

"Value Change and Education." *The High School Journal*, LV (December, 1970), 167-71.

There is worldwide emphasis on education to raise economic and cultural levels. Value change accompanies educational growth. An idea, object, or relationship has value in so far as it helps to satisfy a desire. Desires and the things which satisfy them change together. Value changes in turn, involves conflict. Intelligence is a powerful value in itself which may be employed to resolve value conflicts inherent in a free mind, found between individuals and groups, or in time and perspective.

As the world struggles toward greater technical achievement and a higher material standard of living, it should look toward a larger pool of common values which are not particularly material in nature. The enlargement might include several kinds of intellectual, artistic, recreational, and political expansion. The expansion might be compared to a spread of concentric circles from a core of needs for biological survival, with growing attention to indi-

vidualized desires as one moves outward from the core. Cultural growth, value conflicts, and the development of intelligence through education are all matters of degree. Each describes a continuum. The continuity from little to much implies that no job is so big that it is impossible to make a beginning, and none so small that its implications are nil.

Descriptors:

Education; Value orientation; Cultural Development

Published Reports

Drews, Elizabeth M.

Policy Implications of a Hierarchy of Values. California: Stanford Research Institute, August, 1970. 172p. ED 061 747 (AdeM, PCF)

This is an inquiry into values, into their source and meaning, and their relevance to man. In the deepest sense, the inquiry is about man himself. As such, the author starts with a detailed examination of the five images of man: (1) man as a bad animal, (2) man as a blank sheet, (3) man as a mixture of good and evil, (4) man as naturally good, and (5) man as able to transcend himself. Relying on the words of Abraham Maslow and Henry Geiger, who follow that man is transcendent, the author sets forth her rationale on the assumption that man is a value selecting animal, in need of a hierarchy of values. Values differ, but all are conceptions of good. The relation of values to actuality, the foundation of a universal hierarchy of values (biological, psychological, anthropological and ethical and aesthetic), and the evolution and expansion of the hierarchy of values are examined in detail. The history of hierarchies is traced back to changing priorities, and this leads up to a discussion of self-actualizing individuals and mass progress.

The implications of the classical virtues of truth, beauty, and love for the synthesis of a value structure consonant with a self actualizing individual finally rounds up the discussion. In conclusion, the author calls for a restructuring not only of education, but of all aspects of society to develop such a hierarchy and to promote institutions which foster it.

Descriptors:

Educational philosophy; Educational policy; Human development; Individual development; Personal values; Psychological needs; Self actualization; Social psychology; Social values; Values.

Martin, Warren Bryan

Education as Intervention. Berkeley: Center for Research and Development in Higher Education, University of California, 1968. 33p. ED 026 000 (AdM, PCF)

Higher education offers a diversity of programs, electives and courses but requires student conformity to prescribed values which relate only to societal structures within the academic community. Institutions of higher education emphasize achievement-oriented social styles evolving from an accepted philosophy that stresses energy, compromise and pluralism as means to such goals as power, fame, and wealth. The success of a student is based not only upon his academic achievement but also on his adherence to these institutional social values. Today's society is challenging higher education to train experts in technological and electronic fields while youth seek new relationships between administration, faculty, education, society, and themselves. Current pressures are exposing the limitations of education's social function at a time when colleges and universities are experiencing some internal anxiety.

These combined forces might affect several changes on the campus, including (1) changes in organization and administration of colleges and universities, especially greater involvement of students in institutional governance and academic policy formulation, (2) interdisciplinary studies combined with field work, linking fields to each other and bringing the campus to the community, and (3) changes in student-faculty relationships, where students assume more responsibility for their education and are given opportunities to develop both intellectually and emotionally. The author recommends an innovative organizational arrangement within which particular innovations may be tested in the cluster college concept or the federated college plan.

Descriptors:

Educational change; Governance; Educational innovation; Higher education; Intervention; Middle class values; Social influences; Social values; Student participation; Values.

MORAL VALUES
AND EDUCATION

Books

Berkowitz, Leonard

The Development of Motives and Values in the Child. Basic Books Inc.: New York, 1964. 114p. (UP ED)

Moral values are evaluations of actions generally believed by members of a given society to be either right or wrong. A person has moral values if he shares in the cultural consensus; he agrees with most of the other people in his society as to whether certain acts are right or wrong. The author then briefly considers the factors governing the individual's judgements of ethical situations, determining whether he sees a particular action as right or wrong. Why does one person have strong moral values whereas another does not? This question leads to the analysis of conditions governing resistance to temptations. The author comes to the conclusion that although the evidence is not always unequivocal, the pattern of findings is consistent. Parents who want their children to be responsible and law-abiding citizens must take part in training them. They must teach their children standards of excellence and proper conduct with love and understanding to make youngsters want to live up to their standards. The imposition of such standards is often frustrating to the child so his parents must become involved in shaping the facet of his personality that will teach him to suppress his desires and tolerate frustrations. A person must learn that he has a responsibility to others, and that he must at times subordinate his wishes for the good of the majority. One person's wishes is no unerring guide to morality.

Descriptors:

Ethical values; Ethical instruction; Moral values.

Bull, Norman J.

Moral Education. London: Routledge and Kegan Paul, 1969. 183p. (UP Ed PCF)

The main concern of the book is with the development of moral judgment in the child with personal autonomy for its goal. The process of moral education is broadly described as "the socialization of the child", the process of shaping him into a conforming member of society. Through imitation, suggestion, identification and the formation of the ego-ideal the child gradually picks up morality as he grows along from his environment, either directly or indirectly. Indirect influences at work are the home, the school and the church.

The author then proceeds to criticize traditional moral education being abstract, deductive, passive, irrational and negative. He recommends the type of moral education that gives the child the experience of weighing values against each other in concrete situations; that reasoning develops critical judgment rather than blind adherence to a moral code; this therefore develops both moral discrimination and flexibility. The overwhelming concern of this type of education is with persons and the relationships between them, not with rules or social conventions. Its constant point of reference will be the moral experience of the child. Its method will be moral learning, not moral teaching.

Above all, this type of moral education will provide practical experience of situations through which children may learn the basic principles and values involved in living together. The heart of morality, the author concludes, is care and concern for others.

Descriptors:

Character education; Moral values; Moral education.

National Education Association of the United States. Educational Policies Commission.

Moral and Spiritual Values in the Public Schools. Washington, D.C.: NEA, 1951 100 p. (UP Ed PCF)

This report was gathered from interviews with practicing teachers, school administrators and experts in related fields. The purpose is to develop proposals for the best possible education in moral and spiritual values, which may serve as a yardstick against which any future problem may be measured. The report first clarified the essential values of American life, and the sources from which these values derive their support. Among the values mentioned are: sense of moral responsibility, self-discipline, recognition of institutions as tools of man, moral equality, respect for excellence, human brotherhood, intellectual freedom and opportunity for the pursuit of happiness. When a moral dilemma occurs, the choice is made easier with the use of conscience, reflection and ingenuity, and anticipated consequences.

The report ended with the following conclusions: The Commission believes that moral and spiritual values can be actively promoted in the public schools by (1) Defining as goals the accepted moral and spiritual values in our society; (2) Encouraging and helping individual teachers; (3) Giving attention to moral and spiritual values in teaching; (4) Teaching these values at every opportunity; (5) Utilizing all of the school's resources; (6) Devoting sufficient time and staff to wholesome personal relationships; (7) Assuming an attitude of friendly sympathy toward the religious beliefs and practices of students; (8) Promoting religious tolerance actively; and (9) Teaching religion as an important fact in our culture. However, the Commission adds, the public schools alone cannot hope to tackle the task of moral education single-handedly. They must work hand in hand with other agents of values like the home, the community, religious institutions, and the media.

Descriptors:

Value orientation; Ethics; Character education; Moral values; Spiritual values.

Wilson, John

Moral Education and the Curriculum. Oxford; Pergamon Press Ltd., 1969. 37p. (UP Ed PCF)

This book is meant to serve as a guide for research on moral education and the curriculum, which teachers and others are invited to use in conjunction with their own experience and reflections. It is an attempt to meet the need of those who want to take a look at schools and other educational institutions, to see how far what they are doing is likely to be profitable for the moral education of their pupils.

The author begins by showing how the curriculum ties in and overlaps with other features of the school. Then he deals briefly on the methods of assessment, (test and questionnaires) and the possible sources (teachers, own observations, outside contacts, pupil's friends, interviews and informal discussions, and the pupil's own written evidence). Roughly, the moral components are PHIL, the degree to which one can identify with other people; EMP, the awareness or insight into one's own and other people's feelings; GIG1, the mastery of factual knowledge; GIG2, the formulation of moral principles to which the individual commits himself; DIK, the rational formulation of rules and principles relating to one's own life and interests; and KRAT, the ability to translate principles into actions; to live up to one's moral principles.

The author suggests the analytic model for the curriculum. This is divided into 6 parts: titles, contents, methods, contexts, amount of time spent, and the pupils taught. By answering the questions given in the analytic model, and comparing them with his own assessment in terms of the moral components, the investigator will be able to get a clearer and more detailed picture both of what actually goes on in the school curriculum, and of what features in it seem to contribute towards moral education.

If and when users have a fairly clear idea of some factors which seem beneficial for moral education, the author concludes, they will be able to consider how these factors should be built into the school practice, and subsequently, they will be able to investigate the new practices in turn and make some assessment of them.

Descriptors:

Character education; Curriculum.

Periodicals

Kohlberg, Lawrence

"Moral Development and the New Social Studies", *Social Education*. National Council for the Social Studies. Vol. 37, No. 5, May 1973. 369-375 pp. (UP Ed, PCF)

The major theme of the paper focuses on the relationship of the cognitive-developmental psychology of moral and political development to the new social studies. There are five basic postulates of the new social studies, all derived from John Dewey. The first is the replacement of rote learned facts by an emphasis upon active thought and reasoning. The second is a recognition of the distinction between the content of thinking and the form or process of thinking. The third is its necessarily inter-disciplinary nature. The fourth is the centrality of the problematic case. The fifth is the need for clarification of values, for critical thinking about one's own value-assumptions in the context of situations of value-conflict. This, in turn, generates a sixth postulate, the need to focus upon situations and issues which are not only problematic but controversial.

The moral stages illustrated by Kohlberg have been verified by an eighteen-year longitudinal study of fifty American males interviewed every three years from ages ten to twenty-eight. The study indicates that all go through the same sequence of stages, although the rate of development and the terminal point of adult development are different for every individual.

The cultural universality of the stages and their order has also been confirmed in a number of cross-cultural studies including a longitudinal study in a Turkish village. All six stages given by Kohlberg represent an increasing awareness of justice and a disentangling of justice from the particular accepted rules of the culture.

Kohlberg suggests that moral stages lie at the core of political or social value-decisions. Given the existence of moral stages, one wants to go beyond value-clarification, the procedures of which have usually been based on the assumption that all values are

relative. Kohlberg then points out that moral education is non-indoctrinative in its objectives and methods, which are of value-clarification. One is the classroom method elaborated by Moshe Blatt which stressed use of the kind of dilemmas and the kind of arguments which evoke cognitive-conflict, a sense of disequilibrium about one's own position. The other involved confrontation of students at adjacent stages. Kohlberg cites the need to expand Blatt's procedures to form a developmental approach to social studies actually usable in schools.

Descriptors:

Moral development; Social studies, Political science.

Mackey, James A.

"Moral Insight in the Classroom." *The Elementary School Journal*, XXXII (February, 1973), 233-238. (PCF)

This article describes a frame of reference that teachers may find useful in grappling with the problem of values in the classroom. The work of Lawrence Kohlberg provides a systematic conceptual framework that pinpoints the level of moral development of children and adults. This is divided into three levels with two stages under each. The preconventional level includes (1) responding in order to avoid punishment and (2) doing what you have to do to get what you want. The conventional level includes (3) getting along with your group and (4) following the rules of society. The post-conventional level makes up the last two stages, (5) which views laws as agreements that lead to the greatest good, and (6) the morality of individual principles or conscience. The level of moral development is tested through a series of moral dilemmas.

Kohlberg's research seems to suggest the following steps to the classroom teacher: (1) Determine the stage of moral development; (2) Investigate the curriculum materials; (3) Seek a developmental match between the child and the curriculum; (4) Use moral dilemmas as instructional tools; (5) Construct new situations that reflect your own situation; (6) Use role-playing and role-exchange activities to force pupils to empathize at different levels of moral development; (7) Foster growth in the ability of your pupils to make higher-level moral judgments by creating conflicts between two or more stages and dramatizing the issues; and finally, (8) Develop the child's ability to make higher-level judgments by presenting moral dilemmas that are on level above his present stage of development.

Descriptors:

Affective behavior; Changing attitudes; Social values, Moral development.

Published
Reports

Eisenman, Russell

Teaching about the Authoritarian Personality Effects on Moral Judgment. Washington, D.C.: American Psychological Association, September 1, 1968. 19p. ED 024 066 (AdeM, PCF)

The present study employed a test of moral judgments in mitigating circumstances to investigate the effects of teaching college students about the authoritarian personality. Since any full scale review of authoritarianism involves the harsh moralism believed to accompany authoritarians, it was hypothesized that teaching about authoritarianism would tend to lower scores on moral judgment test, where a lower score means a less morally severed judgment.

Two hundred students were administered this test. Of the five classes, two received instruction about the authoritarian personality, while their classes served as controls and received no such information. In a pre-test post test design, with effects of protesting statistically analyzed, it was found that the students who were taught about the authoritarian personality made significantly less severe moral judgments. In addition, females were more moralistic than males, and first born females were more moralistic than later born women. The results somewhat contradict Jacob on the effects of teaching, and suggest that moral judgment can be experimentally manipulated to be less severe.

Descriptors:

Changing attitudes; Educational experiments; Effective teaching; Moral values.

Hogan, Robert and Dickstein, Ellen
Baltimore: Center for the Study of Social Organization of Schools, John Hopkins University, March, 1971. 28p. ED 052 498. (AdeM, PCF)

This paper presents (1) a definition of values, (2) a measure of moral values which seems to have adequate conceptual and psychometric properties, and (3) evidence concerning the character structure of persons whose moral values seem mature. Values were defined as the standards used in moral evaluations and criteria for choosing rules of conduct. Using a brief, semi-projective task, moral judgments were elicited which could be readily scored for maturity of moral judgment. Persons whose moral judgments were rated as mature tended to be sensitive to injustice, well-socialized, empathic, autonomous, and based their judgments on intuitive notions of goodness.

Descriptors:

Cognitive development; College students; Emotional development; Empathy; Ethical instructional individual development; Maturation; Moral values; Personal growth; Social development; Socialization; Social maturity.

McMahon, Elizabeth A.

Level of Moral Reasoning. Washington, D.C.: American Educational Research Association, 1970. 13p. ED 046 833 (AdeM, PCF)

As a background to the present research, preliminary discussion is focused on Piaget's formulation of moral development in the child and recent investigations based on that formulation. Piaget has described the course of moral development in the child as a gradual progression from an absolute and rigid sense of justice, which he terms moral realism, to a flexible sense of equity, moral relationism. Lawrence Kohlberg, whose extensive research in the area of moral development is based on Piaget's formulations, defines six stages of moral development which meet the criterion of cognitive stages. They are: (1) obedience and punishment orientation, (2) naively egoistic orientation, (3) good-child orientation, (4) authority and social-order maintaining orientation, (5) contractual legalistic orientation, and (6) conscience or principle orientation.

The purpose of this research is to assess the interrelationships between level of moral judgment maturity and several other sectors of development. To do this, a moral judgment situation was presented to sixty children, ages 5 to 9. At the same time measurements of cognitive ability, personality, socialization, and creativity were obtained. Results support the contentions of Piaget and Kohlberg that there are definitely both social and cognitive aspects of major judgment and reasoning. Data indicate that the stage of development tapped in this research was the transition phase between constraint and autonomy — that phase during which rules and commands are being internalized and generalized. Kohlberg's comment that cognitive maturity is necessary but not sufficient for moral judgment maturity, as well as his and Piaget's ideas concerning the relatively increasing importance of socialization for the later stages of development appear to be borne out.

Descriptors:

Affective behavior; Cognitive development; Creative development; Individual development; Moral values; Personality development.

ment; Research reviews (Publications)
Socialization; Social maturity.

Games; Group activities; Group dynamics;
Individual characteristics; Moral values;
Social development.

Nelson, Linden

The Concept of Reciprocity and the Development of Moral and Cooperative Behavior in Late Childhood. Los Angeles: University of California, November 10, 1989. 75p. ED 040 455. (AdM, PCF)

The first part of this paper is a theoretical discussion which presents an argument for considering the concept of reciprocity to be a moral orientation. The concept of reciprocity is defined as some form of the general idea that cooperation and conformity to moral rules and principles may be strategies for the resolution of conflict and the pursuit of self-interest. A general hypothesis is proposed which states that the salience of an individual's concept of reciprocity in a particular situation is related to the cooperative and moral behavior of the individual in that situation. A certain type of cooperation games is proposed as a paradigm for investigating this hypothesis and for teaching the concept of reciprocity to children and late childhood ages.

In a situation where cooperation is necessary in order for individuals to resolve a conflict of interest and to obtain self-reward, the individuals will be more cooperative if they have previously learned to cooperate as a strategy for resolving conflict and maximizing self-reward. One major concern of the experimental studies will be to describe the development of cooperative and competitive abilities in late childhood, ages 5 to 10. A question of particular interest is whether or not children become more adept with age at resolving conflicts of interests in situations where cooperation is required for goal attainment. Another important object of these studies will be to examine the effects of various prior game experiences upon subsequent interaction.

Descriptors:

Behavior patterns; Behavior standards;
Children; Conflict resolution; Ethics;

VALUE CLARIFICATION STRATEGIES

Books

Heaton, Kenneth

The Character Emphasis in Education.
Chicago, Illinois: The University of Chicago Press, 1933. 415p. (UP Ed)

The book is devoted primarily to the materials and methods used in the reporting of procedures which are illustrative of what has been done and can be done in schools to provide the setting for the finest personal development in the child. The primary interest is in the methodology. The author illustrates certain types of procedures which have been used in various schools to emphasize character value. He shows how the teacher may use the regular curriculum to secure values. The teacher may employ case and group discussions, life interests, the research process, the dramatization method, and stories. In this task, the teacher may be aided by clubs and other pupil activities or by individual guidance. The school administration, the home, and the community must also give their share.

The author concludes that the best of educational procedures must grow out of the interests and experience of pupils and teachers. Very rarely can one teacher's plan be taken over and used by another without modification. The code is individualization.

Descriptors:

Character education; Children; Value orientation; Case histories; Discussion groups; Student activities; Individualism.

Raths, Louis and Others

Values and Teaching: Working with Values in the Classroom. Ohio: Charles Merrill Pub. Co., 1966. 275p. (UP Ed)

The book outlines a theory of values and methods for the clarification of values. It starts by noting some of the uncertain and confusing aspects of society and speculates upon the difficulties children have in making sense of it all and of the need for values. The term value denotes those beliefs, purposes, attitudes, etc. that are chosen freely and thoughtfully, prized, and finally acted upon. Since the development of society and the people is dynamic, the authors find it wiser to focus upon the process of valuing rather than the values themselves. Valuing involves seven processes: (1) make free choice, (2) search for alternatives, (3) weigh consequences, (4) consider what is prized and cherished, (5) affirm things valued, (6) do something about these choices, (7) consider and strengthen patterns in the students' lives.

The basic strategy of value clarification rests on responding to things a student says or does. It is aimed at one student at a time in brief, informal conversations with the purpose of raising questions in the mind of the student, prodding him to examine his life. Other additional techniques which teachers can use are the value sheet, injecting value issues in the subject matter, value-clarifying discussions, role playing, thought sheets, time diary value continuum, and open-ended questions. The rest of the book is devoted to studies already made on the topic and the search that can still be made. The authors discussed twelve valid research studies, some of which are: Klevan's College Study of 1957, Simon's Study with high school teachers in 1958, Brown's study with Elementary teachers, James Raths on Underachievers, and Weintraubs Study.

As a group, these research studies contributed some support to the assertion that value clarifying processes do make a difference in certain patterns of student behavior. Further research is suggested.

Descriptors:

Value orientation; Students.

Periodical
Articles

Endres, Raymond

"The Humanities, the Social Studies and the Process of Valuing". *Social Education*. National Council for the Social Studies. Vol. 34, No. 5. May 1970. 544-548 pp. (UP ED, PCF)

Man throughout centuries of experience has developed social systems that have attempted to answer three basic questions: What is real? What is true? What is good? The ways in which a society answers these questions about human experience are shaped by its value system and result in its continued evolution. A value system operated in at least three ways. It serves as a filtration mechanism, a motivating force, and as articulated in language, provides us a conceptual scheme for interpreting our environment. Art forms in the humanities may invite us to subscribe to new or modified values. Art forms also criticize existing values as well as reinforcing existing values. The arts (poems, stories, songs, paintings, advertising, television) all contribute in teaching children what is good or bad, in inculcating a certain set of values in the young so that they are unable to develop the critical and analytical abilities necessary to the decision-making process. In the realm of values, schools have done little to help children perceive alternative structures. Some instructional materials which may be useful in the process of valuing are advertisements, contemporary music which offer much for analysis because the lyrics are fraught with value implications, graffiti, pictures. The secret in analyzing humanities materials is to take children beyond the superficial. Without doubt, the humanities function importantly in developing and reinforcing a value system. The current state of art is either to support or attack the established order. While these are valid and legitimate functions, the author ends with the hope that some artists will "resume to function in those ways that portray the broad highway and alternative routes to human fulfillment.

Descriptors:

Humanities instruction; Social systems; Values.

Fraenkel, Jack R.

"Strategies for Developing Values." *Today's Education*, LXIII (November-December, 1973), 49-55. (PCF, UP Ed)

This article presents some strategies useful for teachers in helping students identify values (both the student's own and those of others), which represent something important or worth striving for.

The first strategy is presenting the students with a value-incident. This is a situation, statement, argument, excerpt from a play or a novel, picture or the like, which may be of importance to an individual or individuals. After the value incident has been viewed or heard, student perception and reactions should be discussed in order to help them understand and think about value reflected in the material. The assumption underlying this strategy is that by making inferences about what they and other individuals consider important, students will begin to think about what they themselves value.

As students begin to identify their own and others' values, they will soon realize that they have acquired many conflicting values. To help students learn to identify, analyze and discuss value conflicts, the teacher can again present them with a data source (story, film, news article, etc.). This time, however, the people involved should be faced with a choice between two possibilities. After discussing options and the various consequences involved, the teacher can help the students consider their own behavior in similar situations that they have experienced.

Underlying the strategy is the assumption that through realizing, discussing, and evaluating various courses of action along with the consequences of these options and the evidence to support or refute these consequences — students will become more aware that all people hold values that will conflict at times. They will also realize that there are many different ways of dealing

with a particular problem and become more willing to think about and evaluate the consequences which various options may produce.

To help students identify and empathize with people, the teacher needs to increase student's sensitivity to the worth and dignity of others, especially those unlike themselves. The assumption is that by forming and comparing inferences about their own and other feelings in certain instances, students will become more aware of the similarities as well as the differences in feelings of people in various situations. Thus, they will better understand why people act the way they do.

In all strategies presented, the teacher must be careful not to discourage students from expressing their feelings. Acceptance or non-acceptance can be shown in many ways, including any number of body movements and facial mannerisms. Feelings, values, and sensitivities are matters that need to be discovered by the student rather than imposed by the teacher.

Descriptors:

Value orientation; Social values.

Greer, Donald

"Instructional Media for Teaching about Values." *Social Education*, XXXV (December, 1971) 911-915. (PCF)

Greer examines two fundamental issues in the deliberation of what is good or useful in instructional media for teaching values. The first involves the process by which values are acquired and the second involves a consideration of what makes up the legitimate content of value instruction. On the first question and the kinds of processes called for as the learner acquires these values, psychologists are divided into two camps. The first states that all that is necessary to teach values is to define or illustrate what is desirable and then reward behavior which is consistent with that description. The cognitive process is applied here. The second view also relies on a system of rewards, but it comes from the empathic relationship wherein the child has internalized feelings associated with the values of others. The child acquires values because he is able to feel as others do. This involves the effective as well as the cognitive processes.

Greer then considers the question of whether specific values should be taught or whether value processing techniques are the proper end results of instruction. He reviews various instructional media supporting either issues. They range from relying heavily on the cognitive aspects of learning to reliance on the effective. They are either simple or complex in design utilizing either a single or multi-media format.

Greer concludes that the ultimate decision, like the ultimate responsibility, rests, in the final analysis, on the teacher.

Descriptors:

Media; Educational materials; Value orientation; Knowledge.

Shattuck, J. Bruce

"Value Clarification from Science Teaching" *Science and Children*, VIII (April, 1971) 16-18pp. (AdoM)

The author begins with a criticism of present-day science education and the attempts already made or are still being carried out to improve it. The focus in the past has always been the curricula, equipment, scope and sequence, grade placement and objective — never people.

The author points out the need to make the subject relevant through an attempt at illuminating a student's value structure. These may be done by first categorizing scientific questions into three: (1) The Fact level, the encyclopedic nature which renders them practically useless in transferring to other areas of learning. (2) the Concept of Generalization level, which is inherently weak because verbalization does not always imply understanding. (3) Values level, which is the best because it transcends or goes beyond mere information-giving. Questions utilizing value clarification have a heavy component of "you" in them. These kinds of questions attempt to lead the student toward a greater awareness of his own thoughts and feelings. He can see how his life is related to the subject matter under consideration, and this helps facilitate his learning.

The author concludes that the utilization of value clarifying questions helps the students rely upon their own abilities to consider questions. Rather than appealing to authority for information, they now have another channel of a more self-directed nature.

Descriptors:

Value orientation; Science

Sadker, David; Sadker, Myra; and Simon, Sidney

"Clarifying Sexist Values," *Social Education*. National Council for the Social Studies. Vol. 37 No. 8, December 1973. 756-760 pp. (PCF, UP Ed)

An important thrust in teacher education is the development of value clarification strategies to help teachers and their students become aware of sexist values and to confront them. This article presents a variety of practical value clarification strategies which can be a crucial element in a teacher preparation program designed to help teachers confront sexist values. (1) The listing of "Twenty Things You Love to Do" helps students consider the question, "Am I really getting what I want out of life?" (2) *Values voting* is a quick way for all members of a class to make a public acknowledgement of where they stand on certain issues. (3) In *Rank Ordering*, participants are called upon to make choices. They require participants to think about their decisions and to clarify their underlying values and attitudes. (4) In the *Value Sheet* technique, students are asked to respond to a series of questions about something they have read which is provocative and value-laden. This technique is designed to elicit personal point of view. (5) In the *What Am I?* collage, students are required to think about the prerogatives, penalties, and social pressures accompanying sex roles. After the collage discussions, students are made to complete the sentence, "I Learned That..." which provides teachers with feedback and also helps students to crystalize their learnings. They provide a powerful searching tone for value-clarification activities. (6) *Brainstorming* encourages students to use their imaginations and to identify a number of potential alternative solutions to a given problem. (7) A natural follow-up to a heightened awareness of values in an action component. A public forum which readily lends itself to student action is the Letters to the Editor section of newspapers. This strategy requires students to make their actions more congruent with their values. Students affirm publicly a value and begin to move their lives in a direction consistent with that value. The authors conclude that value-clarification within teacher education programs affords

Value Clarification Strategies

the opportunity for teachers to go through the process of re examination, and these teachers, in turn, will be better able to deal with the issue of sexism with their own students in their own classrooms.

Descriptors:

Values; Teacher education; Teachers

Simon, Sidney

"Values Clarification vs. Indoctrination."
Social Education, XXXV (December, 1971), 902-905, 915. (PCF, UP Ed).

Simon begins with the disadvantages of indoctrination and its failure to help people grapple with confusion and conflict. In place of indoctrination, he suggests a new process of approach to the entire area of dealing with values in schools, *which focuses on the process of valuing*, not on the transmission of the right set of values. Value clarification is based on the premise that no one has the right set of values to pass on to others' children.

Simon next introduces five value-clarifying strategies and their use: (1) Things "I love to do"; (2) "I learned that I..." statements or a search for personal meaning in all experiences; (3) Baker's Dozen or a list of personal priorities; (4) "I urge..." telegrams or a statement of what the writer really means; (5) Personal Coat of Arms, showing through the figures that there is no right answer and there are always alternatives open. Simon concludes that these five strategies will see students emerging with a deeper sense of who he is, what he wants, what is precious, and what is of most worth in his and others' lives. Each individual, Simon ends, has to find his own values, carved out of carefully reflected educational experience.

Descriptors:

Values; Social values; Teaching.

Published Reports

Barnes, Don

Teaching Strategies for the Clarification of Values. Guideline Paper VI. Grand Rapids, Michigan: Northview Public Schools, January 30, 1968. 23p. ED 026 784 (AdeM, PCF)

The term "values" is defined in various ways by different theorists. Values are important because the decisions one makes in life influence and largely determine the quality of experiences, the depth of understanding, and one's contribution to humanity. The child comes into the school system with certain "ego virtues" which form the basic ingredients from which value systems develop. The five psychological dimensions of value change which are important in dealing with children are explained. Debate continues over whether or not particular values should be consciously and systematically emphasized. Guidelines are given for handling controversial issues and the responsibilities of the teacher are delineated. Effective teachers provide varied experiences and encourage students to develop their own conclusions.

Important emphases in the study of values are: (1) building self-appreciation, (2) working with parents and community, (3) finding models, (4) using generalizations to stimulate discussion, (5) examining issues, (6) building on interest, (7) introducing children to life's paradoxes, and (8) determining personal goals and their symbolic representations. These emphases are discussed with supporting classroom activities.

Descriptors:

Decision making; Developmental tasks; Ethical values; Moral values; Personal values; Student attitudes; Student development; Teacher attitudes; Teaching guides; Teaching techniques.

Bond, David James

An Analysis of Valuation Strategies in Social Science Education Materials. Berkeley: University of California, 1971. 173p. ED 055 948 (AdeM, PCF)

The general purpose of this study is to examine valuation theories in social science education, specifically, to determine whether and to what extent: (1) there is disagreement about the nature and function of values and valuing among educators, and between social science educators and certain axiologists; (2) social science educators endorse valuation theories which are internally inconsistent or antithetical to the purpose of inquiry; (3) social studies curricula incorporate valuation theories, models, or strategies which are axiologically unsound. Thematic classification of value theory was performed on the periodical and book literature which reflect and influence the thinking and practices of social science educators. The themes were contrasted to one another and to the views of axiologists. New social studies curriculum materials were then examined for evidence of valuation theories which are internally inconsistent with the views of the axiologists, or antithetical to the fundamental purposes of inquiry.

The findings indicate significant and extensive disagreement between the various groups studied, and a generally unsound axiology within the material analyzed. It is concluded that education is beset with a plague of misconceptions, contradictions, inconsistencies, ambiguities, and myths about valuing.

Descriptors:

Comparative analysis; Conflict resolution; Curriculum evaluation; Doctoral theses; Educational philosophy; Evaluative thinking; Inquiry training; Philosophy; Research reviews (Publications); Social sciences; Social studies; Teaching techniques; Values.

Fraenkel, Jack R.

Teaching Strategies for Value Education in Social Studies: A Theoretical Position. California: San Francisco State College, January 12, 1968. 23p. ED 044 320 (AdeM, PCF)

The systematic design of appropriate teaching strategies to bring about desired values is crucially important and badly needed in social studies education. Teachers cannot leave the accomplishment of affective objectives to chance or to learning activities planned mainly for cognitive goals. It is not enough to break down societal goals into expected student behaviors. There is a need to plan and develop strategies that will indicate actual procedures for a teacher to use in order to encourage value analysis and the development of desired student values.

The author, therefore, introduces examples of an affective strategy that develops empathy for, and identification with, individuals placed in a conflict situation and an affective strategy that promotes sensitivity to the feelings and needs of others. Designed for elementary age children, instructional objectives are stated in each example. Question sequence which enables students to analyze alternatives, predict consequences, identify feelings, empathize with those feelings, and draw conclusions about what people in general would feel in such a situation is outlined.

Descriptors:

Affective behavior; Affective objectives; Behavioral objectives; Conceptual schemes; Educational strategies; Elementary grades; Inquiry training; Instructional design; Social studies; Teaching models; Values.

Fraenkel, Jack R.

Values: Do We or Don't We Teach Them? California: San Francisco State College, November 21, 1971. 16 p. ED 065 388. (AdeM, PCF)

Many teachers attempt to ignore value questions in the social studies classroom, emphasizing intellectual development alone. Some form of value education, however, is unavoidable. Through actions and selections of topics and materials, a teacher indirectly suggests that he believes in certain ideas and events and, therefore, teaches values. But the key issue here is not whether values should be taught, it is rather, the justification of certain values over others to be taught and the decision on how to teach them.

Values defined as concepts in the minds of men which are reflected in specific value claims made by individuals, represent the quality of worth which men place on various aspects of their experience and by which they judge that experience. Students need to understand the difference between personal, market, and real value claims. It is argued that the principle of prima facie equality of rights or justice is one fundamental principle that appears defensible as a basis for justifying the desirability of other values and specific acts. If one accepts this, specific behavioral values become defensible, but only to the extent that they provide for equal consideration. Given these stipulations the teaching of such values is justified.

Descriptors:

Affective objectives; Cognitive objectives; Democratic values; Ethical values; Moral values; Personal values; Social values; Values.

Hargraves, Richard B.

Values: Language Arts. Miami: Dade County Public Schools, 1971. 36p. ED 064 738 (AdeM, PCF)

This article describes the Quinmester course, "Values," which is an examination of literature designed to aid the student in identifying, understanding, and developing a system of values. Short stories such as "The Man Without a Country," "I am a Rock," and novels such as *A Separate Peace* are possible selections for exploration.

The course is divided into 9 areas of study, all designed to help achieve the objectives. These are: (1) consideration of a positive self-image as part of a developing system of values; (2) differentiation between acts of tolerance and intolerance among two or more individuals; (3) investigation of the role mental preparedness based on positive learning experiences plays in developing a system of values; (4) generalization from data that freedom based on personal independence is part of developing a system of values; (5) synthesization of the concept that justice based on truth and reconciliation is integral to developing a system of values; (6) demonstration of a developing awareness of aesthetics and their role in the development of a system of values; (7) identification of the variables of good and evil which contribute to the development of a system of values; (8) examination of the role of religion as part of developing a system of values; (9) proposal of reasons for attaining social tranquility fostered by peace and non-violence in pursuit of a values system. Learning activities concentrate weekly on one of these nine areas and include an emphasis on reading, writing, listening, speaking and viewing.

Descriptors:

Course content; Course objectives; Curriculum guides; English curriculum; Ethical values; Ethics; Individual development; Language arts; Literature; Moral values; Personal values; Religion; Values.

Value Clarification Strategies

Shaver, James P. and Parkins, A. Guy
The Analysis of Public Issues, Concepts, Materials. Research Final Report. Logan: Bureau of Educational Research, Utah State University, October, 1969. 304p. ED 037 475 (AdeM, PCF)

Part I of this social studies report presents the results of a curricular research at Utah State University which claimed to develop a set of critical thinking concepts appropriate for the analysis of political-ethical public issues and to prepare materials and suggestions for teaching those concepts. The analytic concepts, presented in both outline and narrative form, are the nature of decisions about public issues, the need for order, the nature and importance of language, arguments over words, disagreements over facts, disagreements over values. Thirty-three teaching bundles detail suggestions for teaching these concepts.

Part II of the report describes efforts to repeat and extend the research of the Harvard Project, which investigated the effects of two teaching styles and the interactions of student personality with teaching style in affecting learning. The conclusions derived from these two projects are: that the teaching style seems to have little differential effect on the learning of analytic concepts and the correlations between personality measures and measures of learning are low and inconsistent.

Descriptors:

Concept teaching; Critical thinking; Curriculum development; Decision making; Ethical values; Fundamental concepts; Language role; Personality; Political attitudes; Political issues; Social problems; Social studies; Social studies units; Student teachers relationship; Teaching methods; Teaching styles.

Meux, Milton

Strategies and Procedures for the Resolution of Value Conflicts. Salt Lake City: Utah University, May, 1971. 32p. ED 059 508 (AdeM, PCF)

A new approach to the development of strategies and procedures for national resolution of value conflicts is described and illustrated. Strategies are based on six tasks for meeting the standards for a national value judgment discussed by Jerrold Coombs (1971). The six tasks involve reducing differences in each of the following: the interpretation of the value issue, the purported facts assembled, the assessed truth of purported facts, the relevance of facts, tentative value judgments, and testing the acceptability of value principles. Procedures are formulated on the basis of three sets of principles: logical, such as analyzing value conflict into its logical components; procedural, such as organizing sources of conflict according to the kind of logical component and how they contribute to the complexity of the conflict; and psychological, such as breaking larger conflicts into smaller conflicts and resolving matter conflicts first.

In tests of both the approach to strategies and the procedure, results were as follows: (1) behavior on the six tasks followed a complex pattern, rather than occurring in a simple logical order; (2) participants discussed a variety of alternative plans, rather than just the initial plans on which there was conflict; and (3) the emphasis on moral and economic concerns was changed somewhat.

Descriptors:

Conflict resolution; Design; Educational Research logic; Organization; Problem solving; Thought processes; Values.

Nelson, Jack P.

"Dissident Literature and Social Education." Washington, D.C.: National Council for the Social Studies, November, 1970. 13p. ED 049 082 (AdeM, PCF)

Value conflicts are a basic part of social studies instruction. However, the inclusion of these conflicts in social education presents several obstacles: (1) inadequate teacher preparation; (2) stultifying student teaching situations; (3) censor-hidden communities and fearful school administrations; (4) conforming teachers, and (5) a lack of knowledge of sources of materials. One of the prominent lacks in dealing with values is that the instructional materials are typically drawn from only a broad middle section of popular books and magazines.

The basic text attempts to provide a moderate view of events in the most efficient manner. But true inquiry into social issues demands first-person opposing views, in addition to "objectives" materials authored by a third person. More importantly, dissident press - those journals which attempt to provide an outlet for positions which differ from the mainstream - are effectively censored in schools by (1) lack of adequate indexing, (2) lack of knowledge about them by teachers and librarians and (3) lack of access to them in school classrooms and libraries. The authors of social studies instruction should consider literature not presently used in schools. In conclusion, the author presents a limited bibliography of the dissident press and recommends the publication of material which draws from a spectrum of views including material from such press.

Descriptors:

Academic freedom; Bibliographies; Elementary grades; Political issues; Public affairs education; Reading materials; Resource materials; School libraries; Secondary grades; Social studies; Social values; Textbook content.

Utah State Board of Education

Learning to Think Critically. Cambridge:
Harvard University, 1967. 69p. ED 066
361 (AdM, PCF)

This booklet has a two-fold purpose. It serves as an instructional guide for teachers and as a text for junior high school students. Emphasis is upon students learning to think reflectively about major issues facing a democratic society and to analyze various claims that they read and hear everybody in the world around them. For instance, students learn that statements or claims may be classified as: true beyond reasonable doubt, probably true, false beyond reasonable doubt, probably false, doubtful, or controversial. To test the validity of a claim, one may employ intuition, authority, personal observation, or proof by analogy.

An objective of the study is to help students understand the complicated task of being an intelligent, alert, and informed citizen. New vocabulary, ideas, and ways of applying the ideas help students learn to use critical thinking skills in clarifying issues. The first chapters focus upon identifying and naming different kinds of statements according to definitions, specific claims, generalizations, statistics, explanations, hypotheses, and evidence. The succeeding chapters discuss value, judgment, decisions, statements of preferences, loaded statements, and dilemmas. The last chapter relates the way in which different kinds of statements are put together in an argument.

Descriptors:

Citizenship; Conflict resolution; Critical thinking; Decision making; Decision making skills; Instructional materials, junior high schools; Logical thinking; Problem solving; Social studies; Teaching guides; Thought processes; Values.

TEACHERS AND
ADMINISTRATORS
VALUE

Book

Hartford, Ellis

Emphasizing Values in Five Kentucky Schools. Lexington: University of Kentucky, 1954. (Bulletin of the Bureau of School Service, College of Education, June, 1954) 125 p. (UP Ed)

The book is a report on the Kentucky Movement of the University of Kentucky for the development of moral and spiritual values in education. The plan is a consistent effort to discover the most appropriate opportunities for teaching values. The program starts with a try out of experimental phase in pilot schools. The second phase involves setting up of workshops, and finally, the spreading of the movement to other schools. For the purpose of this book, a pilot school was set up. Some members of the faculty joined a workshop on "Moral and Spiritual Values in Education". Back in school, they set up weekly meetings with faculty members, with the students, and finally, with the PTA. In these meetings, there was a free discussion of everyday problems. It was discovered after four years, that there was an over-all improvement on everyone. Other schools took up the project and concluded that every teacher can find his individual method for teaching values.

The report came to the following conclusions: interest and hard work are important at the outset, but once in action, they should lead to professional growth and competence. The program succeeds or fails according to the interest and effort of leadership. More specifically, the recommendations are as follows: there should be more emphasis on student activities and organizations in terms of the opportunities they offer for teaching and learning. A wholesome, positive climate of opinion in the school community is important. Additional work can be done in school by teachers who see the need for better integration of the homeroom and class groups. There ought to be more emphasis upon cooperation among community groups and leaders that view education on a community-wide basis. There should be a provision for a professional library for

teachers with a collection of materials pertinent to the program. Finally, a record of the program should be kept for reference.

Descriptors:

Value orientation; Social values; Student activities.

Published
Reports

Leonard, B. Charles and Gies, Frederick John.

Value Homogeneity in Open and Closed Organizational Climates. Final Report. Columbia: College of Education, Missouri University, May, 1971. 18 p. ED 054 546 (AdeM, PCF)

The purpose of this study was to identify and analyze: (1) the values of urban elementary school teachers concerning disadvantaged pupils, (2) the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, and (3) the difference between the values of urban elementary school teachers and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, in relation to the type of organizational climate within which the teachers were functioning or perceived themselves to be functioning.

The conduct of the investigation necessitated the utilization of an instrument which measured the values of teachers concerning disadvantaged pupils and the values of principals as perceived by their teachers. A review of literature and past researches produced negative results in identifying the existence of such an instrument. The authors therefore developed the "Values Concerning Disadvantaged Pupils Questionnaire" (VDPQ). Data from 16 Kansas City, Missouri, inner-city elementary schools revealed no significant differences in values among teachers nor between teachers and principals in varying organizational climates. Comparisons between the schools having the open and the most closed organizational climates showed significant differences among teachers' values concerning disadvantaged students, but not differences between principals' and teachers' values.

Descriptors:

Disadvantaged schools; Educational administration; Elementary schools; Organizational climate; Principals; Role perception; Social values; Teacher attitudes; Urban schools; Values.

Massialas, Byron G and Others
Belief in Traditional Sociopolitical Values and Discussion of Social Issues. Ann Arbor: Michigan University, February, 1969. 27 p. ED 032 250 (AdeM, PCF)

A questionnaire dealing with several aspects of teaching social issues in the classroom was mailed to 682 biology, English, and social studies teachers in a probability sample of public and private secondary schools in Michigan. The square and analysis of various tests were used in analyzing the 493 (73%) responses. Included in the questionnaire were several items used to develop a scale entitled "Belief in Traditional Sociopolitical Values" (BTSV).

Findings indicated that teachers vary considerably in their belief in traditional values. Teachers scoring low on the BTSV scale, as opposed to those with high scores (1) are more willing to discuss all controversial issues in the classroom; (2) use instructional materials from several sources, thus promoting the expression of divergent and often conflicting points of view; and (3) demonstrate greater ability to distinguish fact from opinion. Examination of demographic factors revealed that (1) teachers who major in fields other than social sciences and humanities as undergraduates tend to score high on the scale, and (2) those with high BTSV scores are more often physical education, education, or natural science majors who attend smaller colleges and have had more years of teaching experience. Sex, tenure status, type of community, and level of graduate education do not seem to be related to BTSV scores.

Descriptors:

Political issues; Social problems; Teacher attitudes; Discussion (Teaching techniques); Political attitudes; Secondary school teachers; Social values.

Joseph, Pamela

"Value Conflict in Law-Focused Education: The Problem of Teacher Anxiety," Social Education. National Council for the Social Studies. Vol. 39, No. 3. March 1975. 166-169 pp. (UP Ed, PCF)

Much of law-focused education is a value clarification process, and the stress in the past had been towards the students. This article recognizes the same conflict in teachers and how to deal best with the situation. For this purpose, the author briefly discusses the definition of value as something good which one cherishes and which may differ from person to person. It causes anxiety because conflicting values exist as threats to one's well-being. Because of anxiety, teachers may deal poorly with their own prejudices, judge students inappropriately, and in general, reduce their teaching effectiveness. How then, should we deal with teacher anxiety? The author suggests four methods: (1) Teachers should be aware of the problem of anxiety even before they step into a classroom. Counselling and introduction of anxiety-producing situations in seminars can help the new teacher analyze his or her attitudes and values. (2) Often, the results of teacher value tests do not reflect the true situation. The behavior of teachers in the classroom reveal actual values. Video or audio taping of class sessions and peer evaluations may help teachers clarify their values. (3) Teachers must know themselves—their attitudes, beliefs, prejudices, and the complexity of their emotions. Work by pre and in-service teachers in value clarification seminars seems the logical prescription. (4) When the teacher feels anxiety, he does not have to hide it by being defensive. Instead, he can analyze how his emotions affect his classroom. His anxiety may therefore be reduced through comprehension of it. The author concludes that minimized teacher anxiety is likely to produce lessons that go beyond the safe and superficial.

Descriptors:

Values; Teachers.

Shawver, David

What Kind of Teachers for the New Curriculum. Indiana: French Link, June, 1965. 8 p. ED 024 629 (AdeM, PCF)

With increasing subject matter specialization in secondary and elementary schools (particularly in mathematics and the sciences), it is necessary to include curriculum and course objectives related to the effective domain (social values) as well as those related to the cognitive domain. Current efforts to reorganize the content and method in the teaching of the academic disciplines have not, in most cases, gone beyond statements of objectives which are specifically subject oriented. Subject matter is made meaningful to a student when related to his own life and culture. Therefore, current trends in education must be carefully assessed. The ability to synthesize will be of great importance for the new curricula.

How can teachers operating in a highly specialized fashion combine the various learning activities of the school into a meaningful whole for the student? Teacher educators must appraise intelligently their society and consider anew what is both quality education for children and quality preparation for teachers of these children. Much teaching is still carried out in a social situation of instructors and students which can provide "the kinds of human relationships conducive to quality education."

Descriptors:

Cognitive development; Curriculum development; Educational objectives; Educational trends; Social values; Teacher education; Teacher education curriculum; Teaching quality.

Sikula, Andrews F. and Sikula, John P.

The Values and Value Systems of Educational Administrators. Paper presented at the American Educational Research Association Annual Meeting. Chicago, April, 1972. 12 p. ED 061 583 (AdeM, PCF)

Still unanswered today are many crucial questions concerning the role expectations and job requirements of educational administrators. Significantly, what similarities and differences do educational administrators as a group have when compared to other administrator-managers, or when contrasted with various other occupations and careers?

This article reports selected findings from Rockeach Value Survey consisting of two sets of values: terminal values which represent certain end-states of existence and instrumental values which represent means toward achieving the ends or terminal values. Respondents were asked to rank-order the two sets of values. The findings indicated that there were significantly different profiles associated with different occupational career groups. The survey revealed that educational administrators differed significantly from other occupational-career and managerial groups. Educational administrators revealed that their end-states of existence (terminal values) were relatively idealistic and abstract in nature while their methodology or means of achieving (instrumental values) the end-states were of much less relative concern.

Descriptors:

Administrative personnel; Administrator attitudes; Administrator characteristics; Administrator role; Beliefs; Educational research; Speeches; Values.

STUDENT
VALUES

Periodical
Articles

Broadbelt, Samuel

"Values in Conflict: Youth Analyzes Theory and Practice." *The High School Journal*, LV (November, 1971), 63-77, (AdeM, PCF)

The author starts with the observation that the United States is presently facing the problem of value conflict, the nature of which revolves around the conflicts between the ideal, its practice, mis-practice, and non-practice.

The problem is analyzed in terms of the generation gap, seen here as the existence of value differences between the old and the young generation. The youth of today view goals differently — in terms of a pragmatic selection and elimination of current values. They seek a return to idealism based upon virtues of humanism. Instead of the all-pervading emphasis upon materialism, youth have expanded their goals to a broader base that includes commitment and involvement in the social issues and problems of the day. Those values which are not in harmony with the universalized goal of respect for humanity are discarded. The youth are confronted with the problem of bridging the gap between what is being taught them in schools as the ideal American democracy of the good and just life and what they actually observe or experience vicariously through the mass media as really happening — a tale of war, poverty, racism, etc., perpetrated in general by the older generation and their different set of values. The result is a conflict. The youth as a whole are powerless to put their ideals into practice. The older generation holds the reigns and they view youth negatively precisely because of their value differences. The individual is therefore left with a dilemma in his hands.

The author proceeds to his next major thesis: the school has the major role in helping the individual to examine and clarify those values which are reflected in the major problems of society. Education must develop a strategy for helping everyone to arrive at logically consistent value choices. The author suggests that a model be for-

mulated, having for its primary values those concerned with the individual, and those which deal with things as mere secondary values. In order to be effective, value teaching must have a curriculum content that is based on value-laden problems.

The author finally wraps up his article by putting his two major theses together. He concludes that the model for value teaching must center on how to give youth the power to make changes in their institutions. The older generation, he adds, needs to reexamine its values and be re-educated — if they aren't too old to change.

Descriptors:

Value orientation; Conflict of generation; Youths; Curriculum; Generation gap.

Bernstein, Jean and Others
"Examining Values in the Upper Grades."
Social Education, XXXV (December,
1971), 906-910. (PCF, UP Ed)

The article describes the work done by the authors at the Center for Ethnic Studies in School District No. 163, Park Forest, Illinois, in developing curriculum programs on value issues. The work is four fold: 1) to encourage teachers to establish classroom climates that support open discussion of personal and social values; 2) to involve teachers and students in the identification of personal value positions; 3) to design curriculum activities that facilitate the examination of value conflicts; and 4) to test new programs and approaches that allow students to experience value choices.

The authors have come to the following conclusions for each respective goal: Goal 1: Classroom effectiveness seems directly related to the teacher's ability to respect student ideas and accept student value positions. Goals 2, 3, and 4, are still in the process of experimentation. However, for Goal 2 the value survey developed by Milton Rokeach is being used. This defines the Terminal values (end-states of existence) and Instrumental values (modes of behavior). For Goal 3, the strategies of Louis Rath, Harmin and Sidney Simon are used. Also used is the role-playing technique advocated by Fannie & G. Shaftel; implicit with this is the posing of alternative actions. For Goal 4 the magic-circle discussion and student-to-student interaction are used.

Descriptors:

Value orientation; Curriculum; Students; Teachers

Wannamaker, Mary and Tennyson, W. Wesley

"The Value Orientation of Beginning Elementary Teacher Education Students."
The Journal of Teacher Education, XXI (Winter, 1970), 544-550. (AdeM).

This study was designed to ascertain the value orientation of beginning teacher education students in the elementary program at the University of Minnesota and to compare them with beginning teacher education students in the secondary program.

To do this, the authors present studies already written by others concerning value orientation. According to Bentley, Prince, and Getzels, there appears to be a relationship between occupational aspirations and value orientation. Research has shown that students who aspire to professional fields are more traditional in their values. The question concerning values differential between those in elementary and those in secondary teacher education programs is an outgrowth of Mead's theory and studies by Getzels and Jackson. Mead saw the teacher of young children as allying herself "with the world of the child" and emphasizing "the immediacy of the here and now, unfettered by concern for the future or constraints of the past." In contrast, teachers of high school academic subjects were viewed as preservers of tradition, "where the function of education is to transmit the accumulated wisdom of society". Getzels and Jackson expressed the same findings. The educational viewpoints expressed by secondary school teachers were more traditional, while those of elementary teachers were more permissive.

Spindler, Reisman, and Whyte conceived of two co-existing value systems — traditional and emergent; further explicated by Getzels who said, "Traditional values of Puritan morality, work-success ethic, individualism, achievement orientation and future-time orientation are gradually being supplanted by emergent values of sociability, a relativistic moral attitude, consideration of others, conformity to the group, and a hedonistic present-time orientation." Utilizing the Spindler-Getzels framework, Prince constructed a forced-choice instrument consisting of 64 items entitled Differential Values Inventory (DVI) which

was validated by the known-group method where the groups have made known their values and attitudes through behavioral means. In general, the research has shown school board members to be more traditional than administrators, and administrators more traditional than most teachers. Students have been found to be less traditional than most teachers. Women tend to be more emergent than men, older people more traditional than younger. Elementary teacher education majors from the lower middle class lean toward traditional value orientation.

In conclusion, the authors recommend the administrator of DVI to larger members of students for several consecutive years to provide more conclusive results concerning the dominant value orientation of beginning teacher education students.

Descriptors:

Value orientation; Teachers; Occupational training

Published
Reports

Anderson, William and Bosworth, Dorothy
Occupational Values, Social Classes and School Communities. New York: Syracuse University, April, 1971. 9 p. ED 056 339. (AdeM, PCF)

The occupational values of students could constitute an essential and important element in the understanding of the motivational structure of students. Few studies have been made on occupational values. The present study is an attempt to add information about occupational values by providing data about the values held by students attending two large suburban school districts in central New York. The two school systems had a similar range of social classes (with the exception of the upper class) but differed considerably as to distribution of the number and per cent classified as belonging to each of the social classes.

Findings include that in school A, the relatively well to do area, 1) all social classes ranked interesting work as being most important, 2) four of the six classes ranked security second the other two ranked it third, and 3) independence, benefits, and prestige were ranked as relatively unimportant values. In school B, similar results were evident, except that the lowest social class reversed the ordering of salary and interesting work. The value placed upon independence, prestige and benefits was consistently low. Social class was determined through a weighted combination of values assigned to (1) occupation, (2) areas of residence, and (3) education.

The authors conclude that neither the social class of the students nor the social class descriptions of the schools seemed to be an important determinant of differences in occupational values. Consistency of occupational values is the general rule. They suggest that, possibly, a different list of values along with a modification of the systems responding, might result in social class differences.

Descriptors:

Career planning; Job satisfaction; Occupation aspiration; Occupation information; Salaries; Secondary school students; Security; Social class; Values; Vocational Development; Work attitudes.

Brameld, Theodore

A Philosopher Looks at the Current Values and Changing Needs of Youth. Connecticut Secondary School Youth Project. Connecticut, August 29, 1966. 21 p. ED 015 484. (AdeM, PCF)

The major premises of education and other enterprises, which are often not articulated, concern the problem of the meaning, source and impact of values. Each great institution (politics, economics, science, art, recreation, religion, the family and education) is permeated with value, and each value is, in turn, permeated with profound complexities, the courses of which are nationalism vs. internationalism, religion in the curriculum, and sex values in education.

The proposed agenda for the entire educative process, including adult education and education taking place outside school settings, centers on (1) facing the controversial (dealing with all values), (2) seeking normative consensus (based on the descriptive studies of values), (3) helping youth move toward social, self realization (maximizing individual potential in relationship to mankind as a whole), (4) overhauling the curriculum (based on man in his culture), (5) using involvement as methodology (active participation in planning and experiencing), and (6) teaching the philosophy of values. Reactions to the presentation are given.

Descriptors:

Youth; Social values; Education philosophy; Culture; Schools; Self actualization; Curriculum; Values.

Cross, Patricia K.

Student Values Revisited. Berkeley: Center of Research and Development in Higher Education, University of California, 1969. 5 p. ED 025 205. (AdeM, PCF)

Although college catalogues contain expressions of devotion to the cause of developing in students a capacity for and commitment to critical thought, there are philosophical, scientific and practical problems surrounding this aim. On the philosophical side, there is the question of the extent to which colleges should attempt to influence student values and, if so, which ones. The scientific questions center around the ability of the behavioral sciences to measure values. The practical questions for education center on how values are taught or caught.

To measure student values and differences in intellectual dispositions, the Center designed a research instrument, the Omnibus Personality Inventory (OPI). But the question is on which students and on which campuses is growth most likely to take place? The Trent - Medsker study *Beyond High School* which followed 10,000 high school graduates through the next four years of their lives as they entered college, the labor market, or full-time homemaking, indicates that college students become more tolerant, flexible, and autonomous in their thinking whereas persons who embark on jobs or homemaking, are all uninterested in reflective thought. This is borne out by three of the OPI scales. By including youths who did not attend college as a control group, it was shown that changes cannot be attributed to maturity alone. Related studies show the movement from occupational to intellectual orientations, from grade to learning consciousness, from extrinsic to intrinsic rewards. Very different students attend a wide variety of institutions and studies are under way to identify what factors in the learning environment of 12 colleges promote or inhibit intellectual changes. In its dedication to understanding the processes of higher education, the Center is measuring the entering student and the graduate, and is developing means for assessing what happens in-between.

Student Values

Descriptors:

Abstract reasoning; Attitudes; Educational research; Growth patterns; Higher education; Intellectual development; Research; Research tools; Student attitudes; Student; Values.

Jansen, Udo and Others

Educational Values Perceptions and the Student Teaching Experience: Assessing Change in Values Perceptions which Occur for Student Teachers, University Professors, Cooperating Teachers and School Administrators. Lincoln: Nebraska University, September, 1971. 13 p. ED 055 032. (AdeM, PCF)

If the student teaching experience leads to changes in values, the quality of that experience can be improved if efforts are taken to enhance intended outcomes and eliminate unintended outcomes. Such efforts must be aimed at all possible points of impact: the student teachers, the school administrator and the student, the university supervisor, the cooperating teacher.

The pilot study reported here investigated the impact of changes in the educational values perceptions of student teachers, university supervisors, and cooperating teachers during the spring semester of 1971 at Lincoln East High School, Nebraska. Subjects included 76 student teachers, 69 cooperating teachers, and 32 university supervisors. The author-developed Educational Values Perception Inventory (EVPI) was administered to all participants as a pre-test and post-test. The 56 items on the EVPI were divided into six major categories: philosophy of education, role of teachers, role of students, attitudes toward evaluation of students, teaching methodologies, and curriculum content. Each item was rated by participants in a five-point Likert scale. Scores were computed for both the total test and for each of the six categories; t-tests and F-ratios were used to determine the level of significance. Comparisons of pre-test scores showed a significant difference between all groups; differences in post-test scores, however, were not significant. Although overall change scores

from pre-test to post-test were not significant for any group, the greatest amount of change was demonstrated by student teachers, who tended toward greater congruence with cooperating teachers and greater dissonance with university supervisors. All three groups were more liberal on the post-test. On the basis of data from this study, the EVPI has been revised and is being used in further studies.

Descriptors:

Changing attitudes; College supervisors; Comparative analysis; Cooperating teachers; Secondary school teachers; Student attitudes; Student teachers; Student teaching; Teacher attitudes; Values.

McCormack, Sister Maureen

Study of Existing Student Value Patterns for Selected Catholic College Women. Final Report. Denver, Colorado: Loreto Heights College, November 1, 1968. 137 p. ED 026 026 (AdeM, PCF)

A 117-item questionnaire, entitled "What College Students Think," was developed and administered to a sample of 1315 women in two Catholic liberal arts colleges as part of a study designed to identify common patterns of religious, moral, and intellectual aesthetic student values. Related purposes of the study were (1) to determine whether the value patterns of faculty-selected "ideal" students differed from those of average students; (2) to gain insight into faculty values by involving them in the study, and (3) to assess the relationship between student values and background factors such as academic performance, prior educational experience, religious practice, and educational and life goals.

Three of the four hypotheses were confirmed: (1) that faculty selected "ideal" students would have better high school grades, college GPAs, College Board scores and scores on intellectual-aesthetic values than "non-ideals," that they frequently attended intellectual and fine arts events, but did not differ significantly from "non-ideals"

on any other variable, (2) that background factors studied would affect student values in such a way that intellectual values would be positively correlated with academic ability, achievement indicators and related interests; and, (3) that attendance at Mass, reception of Holy Communion and frequency of confession would be correlated with religious and moral values. The fourth hypothesis, that no inter-school differences in values held by students in the two colleges would be found, was not confirmed. Future research was recommended.

Descriptors:

Church related colleges; Ethical values; Faculty evaluation; Higher education; Intellectual development; Moral values; Personal values; Religious differences; Religious education.

Osmon, Howard A. Jr. and Johnson, Joseph C. II

Value Implications in Children's Reading Material. Charlottesville: Virginia University, September, 1967. 84p. ED 033 020. (AdeM, PCF)

Although it is readily conceded that all textbooks teach values, very little study has been made of the kinds of values being taught by textbooks used in the public schools. Publishers print textbooks, and teachers use them, with little knowledge about the kinds of values being presented. Often, because of the subtlety of such values, it is difficult for even the most perceptive educator to clearly define the kinds of values involved.

In this study, an attempt is made not only to identify the kinds of values that can be found in children's readers, but to classify them in terms of a particular educational philosophy. The values found were classified under Perennialism, Essentialism, Progressivism, Reconstructionism, or Existentialism. A factor analysis was also undertaken in order to identify specific behavior modes as indicated by a mathematical grouping of the identified values. Over one-third of the values found in children's readers were classified as Progressive in nature, and approximately one-fourth as Existential in nature. The remaining values were distributed rather evenly among the remaining philosophies of Perennialism, Essentialism, and Reconstructionism.

Descriptors:

Basic reading; Educational philosophy; Instructional materials; Progressive education; Reading materials; Textbook content; Values.

Paulin, Kenneth C. and Pilter, John R.

"Student Value Structures: Key to Interpersonal Interaction in the College Community." Paper presented at the 1971 Annual Meeting of the American Educational Research Association. New York, 1971. 10 p. ED 046 392 (AdeM, PCF)

This study attempts to discover whether or not personal value structures are present at the personality level of student interaction (1) when there are no specific issues confronting the students, or (2) when issues are present and interaction results in linkage of the student value structure with a particular issue. Based on the results of a differential value profile, 47 students were placed in 11 discussion groups to discuss one of the following six value topics: aesthetic, material, power, intellectual, humanitarian, and religious. The members of each group had a similar hierarchy of values. In phase one, five groups chose topics corresponding to their value hierarchy. The aesthetics were the only value groups who were not allowed to choose a corresponding topic. Only three of the groups chose discussion leaders whose value hierarchy was the highest for the group. In phase two, the groups were organized with a "plant" in each group. Nine of the groups chose the "plant" as discussion leader.

The study thus indicates that (1) personal value structures become a factor in student behavior only when aligned with an issue and when value conflicts arise between individuals and the issue; and (2) when an opposing issue is presented to a group, the person whose value hierarchy was congruent to the issue is perceived by the group as best able to cope with the issue. It is recommended that counsellors working with students experiencing value conflicts try to identify the underlying issue.

Descriptors:

Affective behavior; Beliefs; Counseling; Junior colleges; Social attitudes; Student behavior; Student opinion; Student reaction; Values.

Quist, David H.

Differences in Value Patterns Among Sixth, Eighth, and Eleventh Grade Students. Massachusetts: Worcester State College, April, 1972. 11p. ED 061 541 (AdeM, PCF)

Many believe that the values of American youth are in a state of flux. Students seem no longer content with the existing value systems, they are challenging, so the argument goes, many of our time-honored values. While substantial work has been done at both the high school and college level, few studies have explored the values of students at the elementary, junior, and senior high school levels.

The present study attempts to do this. Eleven hundred students in 12 schools in a Northeast city were given a 96-item Likert-type inventory based on Prince's Differential Values Inventory, which measures the four traditional values of Work Success, Individualism, Puritan Morality, and Future Time Orientation, and the four Emergent Values of Sociability, Conformity, Moral Relativism, and Present Time Orientation. The results reveal that as students move up the educational ladder, certain values appear to change or be modified. Total traditional values scores progressively decline; there is no consistent increase or decrease in total Emergent scores. Specifically, the data indicate that students become: (a) more individualistic and less conformistic, (b) less concerned with absolutes in right and wrong and more open to a Moral Relativism point of view; and (c) less Future Time oriented and Work Present Time oriented.

Descriptors:

Comparative analysis; Elementary school students; Ethical values; High school students; Junior high school students; Moral values; Personal values; Secondary school students; Social values; Student characteristics; Values.

Stordahl, Kalmer F.

Student Values. Marquette: Institutional Research Office, Northern Michigan University, January, 1970. 19 p. ED 045 020 (AdeM, PCF)

This study examines the social, political, economic, and cultural values of students at Northern Michigan University by using a College Student Questionnaire (CSQ) administered to a stratified random sample of full-time undergraduates. The variables were: sex, class, and residence. The CSQ consisted of 200 multiple-choice questions designed to define a variety of biographical and attitudinal information about college student bodies into three categories: liberalism, social conscience and cultural sophistication. Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Social conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrong doings." Cultural sophistication refers to sensibility to ideas and art forms, a sensibility that has developed through knowledge and

In general, the extent of Liberalism of Northern students seems to be very similar to those held by students at many other institutions of higher education, although Northern students are on the average, slightly more conservative than most student bodies. Northern students obtained an average score on the social conscience scale which was slightly, but not significantly higher, than that of the norm group. Women obtained an average score on the cultural sophistication scale which was slightly lower and men, an average score which was significantly lower than the mean in the national norm group. Northern women are seemingly more liberal, have a greater concern for social injustice, and more culturally sophisticated than the men. Students in the Arts, Humanities, and Social Sciences express the most liberal views, whereas those in Business and Education express the most consummative views. Although there is probably considerable disagreement on whether the University should have an impact on political and economic values, there is probably quite general agreement that the college experience should make

students more sensitive to social injustice and more culturally sophisticated than the men.

Descriptors:

Attitudes; Higher education; Questionnaires; Social values; Students; Values.

Varenhorst, Barbara B.

How Students Use Values in Decision-Making. Speech presented at the American Personnel and Guidance Association Convention. Washington, D.C., April 6, 1966. 16 p. ED 012 483 (AdeM, PCF)

High school students are examining and internalizing values. Their fear of commitment to anything deviating from accepted values, however, may hinder their clarification of personal goals and values. The decision-making process should be an important part of the guidance program. Standard questionnaires do not provide information about specific factors which affect personal decisions. Such information is more effectively obtained through evaluation of spontaneous couples of students in a decision-making situation.

Related questions include (1) whether only the mature, independent student can effectively examine subjective desires, (2) whether counselors should use students' effective reactions to alternatives as a basis for working with them, (3) whether the high school student is able to distinguish personal values from peer, community, or school values, and if not, should the counselors work with the student toward clarifying and distinguishing the two, and (4) whether the limited life experience of the high school student also limits rational utilization of values in decision-making. Experiences in the group counseling, group experiences with a simulation life career game, group guidance sessions on decision making, and individual counseling which helped students developed values and make decisions are described. Suggestions for further research are given.

Descriptors:

High school students; Counseling; Decision-making; Decision making skills; Counseling goals; Values; Personal values; Social values; Group counseling; Group experience; Games; Research opportunities; Speeches; American Personnel and Guidance Association; Life career game; Palo Alto, District of Columbia.

Wells, Leora Wood, Comp.

The Acquisition and Development of Values, Perspectives on Research. Bethesda, Md.: National Institute of Child Health and Human Development, May 17, 1968. 76 p. ED 068 414 (AdeM, PCF)

A conference on research relating to how children acquire their systems of values and morality was held with the overall objective toward improving the quality of human life through the support of research on these complex problems. Participants stressed that many child rearing practices and educational methods evolve their moral values and ethical standards. The discussions were intended to provide an interdisciplinary effort to digest and absorb what is known about moral development and the acquisition of values. It also sought to construct a variety of working concepts of morality on the basis of the most reliable scientific and philosophical evidence now available. A single theme predominated — values can only be meaningful when examined in the full light of their psychological, social, and historical context.

Numerous theories were advanced: the influence of social attitudes, kinship relationships, behavior conditioning, attitude consistency from generation to generation, rapid social change and resulting psychological experimentation in search for stability. Lack of universal definitions is a major handicap — terms relating to values or morality are surcharged with emotion and no adequate scientific model for study exists.

Descriptors-

Affective Behavior; Behavioral Science Re-

search; Behavioral Development; Behavior Patterns; Child Development; Conference Reports; Cultural Context; Ethical Values; Family Influence; Individual Development; Moral Values; Personal Values; Social Change; Social Influence; Social Values; Values.

Youmans, E. Grant

Age Stratification and Value Orientations. Washington, D.C.: Dept. of Agriculture and Lexington: Kentucky University, August 31, 1971. 23p. ED 057 386 (Adem, PCF)

Value orientations of members of younger and older age strata in two sub cultural systems in one urban and one rural — were examined. The author looked at age stratification in a vertical sense (i.e., assessing differences existing between members of younger and older age strata), as well as in a horizontal sense (i.e., comparing the value orientations of younger urban persons with those of younger rural persons, and older urban to older rural). Structured interviews were used to collect data from 805 persons who comprised probability samples of men and women ages 20-29 and ages 60 and living in the selected settings.

Although findings varied across variables, essentially, differences were revealed between the younger and older age strata in both geographic areas on such value orientations as authoritarianism, dependency, achievement, religiosity, and anomia. The hypothesis suggested in this paper is that age group differences reflect social and technological changes. There is no doubt that such changes will continue and successive cohorts of aged persons in the two areas will probably reflect these in their values and beliefs. The author concludes that current information about such changes should be useful to practitioners who are planning programs and services for older people in the areas studied.

Descriptors:

Age; Age differences; Beliefs; Personal

values; Rural area; Rural youth; Senior citizens; Social attitudes; Social change; Social factors; Socialization; Social values; Urban areas; Urban culture; Urban environment; Urban population; Urban youth; Values; Youth.

Unpublished Reports

Balcos, Leticia R.

"A Study of the Value System of Two Groups Of Male College Students of Araullo Lyceum, 1970-1972." Unpublished M.A. Thesis, Cabanatuan City, Araullo Lyceum, 1971, 83L (DECBHE)

This is a study to determine the socio-cultural values of Araullo Lyceum students who sport long hair as well as short hair, and the moral spiritual values of the two groups; also, to determine the difference, if any, between the value systems of the two groups of students and its significance.

Subjects of the study were 77 respondents purposely selected and equated as to age, religion, socio-economic status, place of residence and course being pursued in college.

The normative survey method was used in gathering the necessary data for this study. Two sets of questionnaire, the value scale and the Economic Indices, both prepared by the National Coordinating Center for the Study and Development of Filipino Children and Youth were administered, scored, tallied and interpreted to determine the socio-economic status of the samples and their value system as well. Both sets of answers from the sample students were evaluated according to the Rating Plan prepared by the NCCSDFCY. From the results of the scores obtained by the selected samples, the mean, the coefficient of variables, the standard deviation and the critical ratio were computed.

The findings were: the differences found between the two groups in the socio cultural values bear no significance except for family solidarity. In moral spiritual values, only Pursuit of Happiness gave a significant difference between the two groups. Students coming from urban and rural areas have similar values and are more influenced by the family than by any other factor. Religion and age seem to have no valid basis for the difference in the value of both groups and students coming from different socio-economic status exhibit more or less the same values. Also, the socio-cultural and

Student Values

moral spiritual values of students of Araullo Lyceum are in no way related to the manner of wearing one's hair, whether long or short. It was recommended that parents and school authorities try to understand the wearing of long hair by the males. A study of the value system of the older generation, like professionals, school administrators and parents regarding the wearing of long hair, should also be undertaken, along with similar studies on a larger scale to determine the value system of other group of students.

Descriptors:

Value orientation; Culture; Social values; Ethics; University students

Callar, Sister Mary Aloysius del

"A Study of the Value System of Freshmen College Students in Two Select Catholic Schools." Unpublished M.A. Thesis, Manila, De la Salle College, 1969. 75L (DECBHF)

This study was aimed at determining values which adolescents rank uppermost as well as least important, and the significant difference between the value system of adolescents in the city schools and those in provincial schools.

The subjects of the studies were 140 first year female college students, 70 from St. Paul College of Manila, and 70 from San Ildefonso College, Tanay, Rizal. Both are Catholic schools operated under the direction of the Sisters of St. Paul de Chartres. The mean age of subjects was 16.61 for those from St. Paul's College and 17.0 from San Ildefonso College.

The tool used in the study was the National Coordinating Center for the Study and Development of Filipino Children and Youth (NCCSDFCY) Value Scale. The value questionnaire was made up of 64 items. It made use of the stimulus-response theory, the stimulus referring to the alternative situations, while the choice the subject made was the response. The choice an individual makes is based on motivations.

A set of relationship was obtained between the moral spiritual values and socio-cultural values, the two principal sets of

values included in the scale. The instrument yielded a total score of 52 for the socio-cultural values and 32 for each of the included moral-spiritual values.

Other information concerning the student's background was asked in order to determine some factors that could have influenced the development of the values and value system of the adolescents under consideration — father's occupation, religious affiliation, schools attended. No time limit was imposed on the subjects. The conclusions were: adolescents under study rated family solidarity uppermost and social mobility the least important among the four socio-cultural values on the scale. Moral responsibility was ranked most important and human personality, the least important among the moral-spiritual values. There was no significant difference in the value system of adolescents, whether in the city or provinces. It was recommended that, to confirm results, another study on the value system of freshmen college students involving a bigger population be made; and that a better measuring instrument adapted to local situations be devised and used. Also, it was suggested that a meaningful follow-up and continuation of this research work be made.

Descriptors:

Adolescents; University students; Value orientation; Value orientation — Rural; Value orientations — Urban

Marquez, Clementina A.

"A Survey of the Attitudes and Values of Senior College Students." Unpublished M.A. Thesis, Cotabato City, Notre Dame University, 1969. 86 L. (DHC BEE)

This research was made to find out the attitudes and values of unmarried senior college students in six areas: boy-girl relationships; family relationships; school relationships; entertainment; community relationships; and future plans. It also sought to compare the attitudes and values of the male and female senior unmarried college students in the six areas mentioned above

The survey was limited to unmarried senior college students enrolled in the Notre Dame College during the second semester of school year 1967-68. Included in the sample were 507 unmarried senior college students (161 male and 346 female). The youngest age of the respondent was 18, the oldest 24 and the median age 19-21.

The questionnaire was used as the instrument of research. Prepared by the Social Order Club of Ateneo de Manila University, it covered the six areas about the students' personal background — on school, age, sex — were added by the investigator at the end of the questionnaire. The subjects were asked to check a particular response or responses, and tabulation of the male and female responses were made.

Results of the survey according to each area covered in the questionnaire were: (1) Boy-girl relationships — Senior college students do not go steady. Female ideas of going steady were for mutual attraction and exclusive dating, while the males were for informal engagement and mere understanding of mutual affection, (2) Family relationships — senior college students seek permission from their parents prior to going to parties, confide in their parents, didn't receive formal sex instruction from parents; (3) School relationships — students consider parents, teachers and priests their models, take courses suited to their ability, and think cheating in class is wrong; (4) Entertainment — parties or movies once a month, classified music, and the development of poise and good manners; (5) Community relationships — the newspaper pages of greatest interest were the front page, foreign

news and editorials, in that order; (6) Future plans — marriage between the age of 24 — 26; respectively, character, intelligence are factors to consider in choice of marriage partners.

It was recommended that similar studies should be made on the extent of similar results from college students of different schools; the attitudes and values of senior college students with respect to their permanent residence; and the extent of shifts in courses made by the senior college students.

Descriptors:

Attitudes; College Students — Sexual behavior; Family life education; Friendship; Human relations; Single women; Social adjustment; Social values.

FILIPINO
VALUES

Periodical
Articles

Bulatao, Jaime, S.J.

"Conflict of Values in Home and School."
The Education Quarterly, XIII (April,
1966), 16-22 (PCF)

The article springs from the author's observation that value conflicts exist in home and school, particularly in those schools exposed to or under strong foreign influences. He enumerates some areas of conflict like: rule of the person vs. rule of law, authoritarian vs. democratic attitudes, external ritual vs. internationalized religion, prestige vs. objective achievement, and the family vs. the nation. Ancient traditional culture and a more recent element which is the result of our experience with the West perpetrate these conflicts.

The author contends that the presence of conflict is a good sign because this means change, and eventually, progress. Progress is achieved through the creative fusion of the old and the new. The author suggests that such traditional values and attitudes as "bahala na", "utang na loob", "hiya" and "pakikisama" can be modified or seen through another angle so that they serve as the power to arouse the drives of the ancient Filipino and channel them along lines responding to modern needs.

Descriptors:

Social values; Culture; Personal values; Affective behavior.

Calderon, Cicero

"Values of Philippine Society". *Examiner*,
September 10, 1967, pp. 12, 24-25.
(Adem, PCF)

The article was written in reaction to an editorial which relied heavily on a book contrasting American and Philippine cultures written by Lawrence H. Fuchs. Dr. Calderon, who is a senior specialist at the East-West Center's Institute of Advanced Projects in Hawaii was obviously disturbed by Mr. Fuchs' negative assumptions on Filipino values.

The article is a comment on Mr. Fuchs' views, and at the same time, a defense of traditional Filipino values. According to Dr. Calderon, Mr. Fuchs erred in his judgments of the Filipino value system because (1) he omitted "hiya" which is pervasive in our culture and (2) he failed to point out the positive aspects of such values as "utang na loob", "pakikisama", and "bahala na". The author admits that these values have their negative aspects, but he contends, with the support of other writers, that they have their positive sides, too. At the end, Calderon briefly mentions US foreign policy and "spotty American record" with the implied remark that the American value system had its share of negative aspects, too.

Descriptors:

Social attitudes; Affective behavior; Social values; Culture.

Evidente, Ma. Asuncion, D.C.

"A Study of the Value Systems of Filipino Adolescents." *Dialogue*, III (June, 1965), 41-57. (AdeM, PCF)

It was the purpose of this study (1) to determine the highest and the lowest socio-cultural, moral-spiritual values of some 100 Filipino adolescents through the administration of the 64-item value scale obtained from the National Coordinating Center for the Study and Development of Filipino Children and Youth; (2) to find out the rank-findings of some studies in the light of Philippine culture and basic Filipino values; and (3) to investigate the origin and the various sources of the values of our Filipino adolescents.

The author discusses Filipino values in general (authoritarianism personalism & small-group centeredness) and some particular values (bahala na, utang na loob, pakikisama and hiya) in their positive and negative aspects. The home, the school and the church are the objective factors that aid the development of adolescent value-system. Among the subjective factors, intelligence and personality are stressed. The findings of the study reveal that Family Solidarity is ranked highest in the socio-cultural values, followed by Social Acceptance and Economic Security. Social mobility ranked lowest in the same group. The three highest moral-spiritual values are Moral Responsibility, Spiritual Enrichment, and Devotion to Truth. Human Personality ranked lowest in the same group. The author concludes that what the adolescent becomes in later life will be determined in large measure by his outlook on life, and the value system he develops during his formative years. Therefore, all Filipino values which are good and worthwhile must be capitalized and used to the best advantage.

Descriptors:

Values; Moral values

Gorospe, Vitaliano R., S.J.

"Christian Renewal of Filipino Values". *Philippine Education Quarterly*, April, 1966, pp. 16-22. (AdeM, PCF)

We must read in the signs of the time, in the sad stage of morality and religion in the Philippines, and as the Second Vatican Council urges us, the designs of God for a Christian renewal of the church in the Philippines. There is no reason why Filipino values cannot be the potential for this Christian renewal. Such a renewal must come about from the Filipino individual as well as from Philippine society. There is need for a revitalization of catholic moral and religious education in our universities and colleges so that the Filipino college graduates will be personally and totally committed to Christ. Filipino values can be re-oriented and mobilized not only towards nation-building but towards a new Christian Philippines.

The author makes three final qualifications. First of all, a change in the attitudes and values of the individual demands structured social changes in society. Second, the question of changing traditional Filipino values within the process of modernization towards the building of a Christian Philippines must be carefully and seriously re-examined. Thirdly, how general and how universal are the so-called traditional Filipino values? There is danger of treating these values in too narrow a sense. A more human understanding of the attitudes and values of a people can come from a more basic philosophical insight into these values.

Descriptors:

Changing attitudes; Ethical values; Moral values; Culture.

Jocano, F. Landa

"Toward a New Conceptual Orientation of Filipino Culture and Personality". *Philippine Education Quarterly*, VI (March, 1974), 9-15. (PCF)

The purpose of this paper is to make a few general comments on the orientation of contemporary research in the country and the impact which these works have created in the shaping of our views about ourselves as a people. Dr. Jocano begins with the observation that there is a growing discrepancy between what scholars write about and what the people themselves do in actual life. The main reason for this is traced back to the extensive use of western theories and methodologies in our research projects. We also forget that in attempting to be scientific in our work, we are more concerned with instruments and methods than the people we study. We forget that often, the ecological, historical and cultural experiences of the people among whom the "models" we are using have been developed might appreciably be different from our own or those among whom we are doing research.

Due to the above, we have come to look at ourselves negatively and to view some of our traditional traits as undesirable. Dr. Jocano proceeds to show that the "bahala na" attitude, "ningas cogon" tendencies, and "tayo-tayo" network, can be seen in better light, and may even be considered virtues or assets that will help us better ourselves as a people. By looking at ourselves in a more positive way, we are at once changing our perception, cognition, and affective environments.

Dr. Jocano therefore recommends a more conservative use of western models and research strategies; to draw, from within the society first, elements of behavior and values which can become the basis of structured questionnaires, instruments and models through which we, in turn, gather shared information, test hypothesis and make judgments about ourselves.

Descriptors:

Behavioral science research; Changing atti-

tudes; Social values; Affective behavior;
Culture.

Descriptors:

Values; Culture; Rural urban differences;
Educational development; Philippines.

Roces, Alfredo R.

"Filipino Values and Our Educational System". *The Philippine Journal of Education*, September, 1970, pp. 140-142, 185-187.

This article, which is the first of a series, attempts to discover what we know of Filipino values as far back as prehistoric times. It also seeks to clarify the various facets that cause a disparity between our urban and rural cultures. Roces goes back into that time when trickles of people from Mainland Asia came in boatloads called "barangays" to settle in our country. He briefly describes the barangay way of life to elaborate his view that basic social values in operation among Filipinos today, are rooted to the barangay. The values of "hiya", "utang na loob", "pakikisama", and "bayanihan" were values applicable only to the barangay members, created to guarantee the survival of the clan. In this context, "pakikisama" means getting along with everyone within the barangay to such a point that one's enemies became the enemies of the barangay.

Roces likewise discusses Philippine society as basically, a two-class structure of the "malakas" and the "mahina". It is a division distinguishing the powerful and wealthy who regard themselves exceptions to the normal laws and regulations, from the poor or uninfluential who make up the bulk of society. Again, this may be traced back to the barangays and their concept of "maharlikas" and "alipin".

The term compartmentalized justice is a manifestation of one type of law for the "malakas" and another for the "mahina". Within this archetypal barangay however, layers of westernized ideas have been superimposed; and it is this that we tend to over-emphasize today. But, Roces concludes, one inevitably begins and ends by looking at the Filipino people as a society shaped by the barangay, with social values and dynamics of power still rooted in the barangay.

Published
Reports

Dyer, Prudence

A Preliminary Report of Expressed Values of Students. *Iowa*: College of Education, Drake University, October, 1969. 26p. ED 038 688. (AdeM, PCF)

Tensions in society continue between two concerns: (1) preserving the values of the culture, and (2) accommodating changes and technological advances of the present and the future. These continuing tensions challenge the schools to re-examine their basic philosophies and objectives in order to define their role in reflecting or shaping the values of society. A review of literature reveal that few ways have been developed for effectively recording and analyzing values held by individuals, groups, and schools.

The investigator therefore, sought to devise a rapid, valid, and reliable way to record and classify values held by pupils and schools. In order to avoid weaknesses inherent in the customary paper and pencil tests with their limitations on pupils of low verbal skills and the possibilities for some pupils to take on psychological tests and inventories, this research used compositions produced in normal classroom situations and utilized trained assistants to record and classify those values expressed. These values from free compositions recorded on the Rubric for Expressed Values showed substantial correlation with values assessed on the Different Values Inventory; yet there were indications that the two instruments did indeed assess values structure somewhat differently.

Descriptors:

Analytical criticism; Classification; Evaluation methods; Individual characteristics; Social values; Students; Test construction; Testing problems; Tests; Values.

Geisinger, Robert W.

"Interaction Analysis of Value-Clarification Behaviors." Harrisburg, Pennsylvania: State Department of Education; Bureau of Educational Research, October, 1970. 8p. ED 055 030 (AdeM, PCF)

Children grow by engaging in the process of valuing, choosing, prizing, and acting. A child is ready to grow in matters of values when he utters orally a value indicator. This is an expression by the child about his goals, inspirations, feelings, beliefs, worries, obstacles, etc. To help children use valuing processes, the teacher uses strategies to value clarification. The teacher responds to a child's value indicator with a clarifying response — questions that elicit thinking about pupil's values.

The Flander's Interaction Analysis Behavior can be used as a model to construct an instrument for use with value — clarifying responses by teachers. Such is the "Interaction Analysis of Value — Clarification Behaviors." Like the Flander's instrument, all categories here are mutually exclusive, yet they include all value talk in the classroom. Teacher direct talk includes the categories of (1) lecturing, (2) rebuking or punishing, and (3) dissonant responses. Indirect talk comprises (4) choosing, (5) prizing, (6) acting, and (7) asking questions. Student talk includes: (8) response, (9) value indicator, and (1) inquiry. The eleventh category covers silence or confusion. Data are recorded in the same manner as the Flander's instrument. An interaction matrix is then formed, using 11 columns, and analyzed in terms of percentages of Teacher Talk and Student Talk.

Value-clarifying responses have the effect of helping children to acknowledge their own thinking, evaluating their choices of life, learning the consequences in their use of words, and examining their attitudes, without direct insistence by the teacher.

Descriptors:

Classroom observation techniques; Interaction process analysis; Student behavior; Teacher behavior; Values; Verbal communication.

Guilford, Joan S and Others

Development of a Values Inventory for Grades 1 through 3 in Five Ethnic Groups. Final Report. Washington, D.C.: Office of Education, January, 1971. 278p. ED 050 178. (AdeM, PCF)

The purpose of this project was to develop a non-verbal self-administering values inventory appropriate for children grades 1 to 3. Children from five ethnic groups were administered a 60-item picture inventory designed to measure dimensions of value-based needs.

Factor analyses of the resulting item inter-correlations for the total sample revealed underlying dimensions of a sociological nature. Factor analyses in their ethnic groups revealed consistency with respect to most factors. Item analyses were performed on the basis of sex, grade level, and ethnic groups to identify significant differences with respect to item responses. Findings suggest the necessity for a re-evaluation of the traditional approach to educating young children. The instrument identifies dimensions of values which are of use to educators.

Descriptors:

American Indians; Anglo Americans; Chinese Americans; Cultural Differences; Early childhood education; Ethical values; Ethnic groups. Ethnic studies; Factor analysis; Individual needs; Item analysis; Japanese Americans; Mexican Americans; Negroes; Primary grades; Reliability; Sex differences; Test construction; Values.

Lieberman, Marcus

Estimation of a Moral Judgment Level Using Items Whose Alternatives Form a Graded Scale. New York: American Educational Research Association, February, 1971. 118p. ED 048 341 (AdeM, PCF)

The purpose of this paper is to propose an analysis that will quantitatively describe four values. The first three represent task or situation differences, namely: (1) boundaries between stages are typically non-equidistant, (2) some tasks or situations may be simpler or more complex than others, and (3) some tasks or situations may be more accurate indicators of the stage of development. The fourth represents subject differences, an underlying art latent trait value which is a continuous variable assumed normally distributed.

The paper discusses Piaget's & Kohlberg's conceptions of moral judgment along with one method of estimating a subject's level of development. Then, the concept of a latent trait is developed. Its relationship to a stage is illustrated in a non-technical manner. Next, the stage boundaries within stories, the discriminating powers of the stories, and the latent trait value parameters are derived using maximum likelihood procedures. These procedures are then applied to the data and various studies reported in the literature concerning differences among ages, sexes, socio-economic classes and cultures are replicated. Finally, in the closing chapter, the tests of assumption required by the model and the results of the above replications are discussed.

Descriptors:

Age Differences; Behavior Theories; Correlation; Cultural differences; Decision making skills; Developmental psychology; Factor analysis; Item analysis; Learning theories; Moral values; Psychological patterns; Psychometrics; Research methodology; Socio-economics status; Statistical analysis.

Meux, Milton and Others

The Development of a Value Observation System for Group Discussion in Decision Making. Final Report. Salt Lake City: Bureau of Educational Research, Utah University, May 1972. 82p. ED 066 389 (AdeM, PCF)

The purpose of this study was to develop an observation system which would describe some of the important phenomena in groups that have the task of making a decision about a controversial issue involving value conflicts. The basic design to develop the observation system involved the analysis of transcriptions of group discussions of controversial issues. The resulting observation system included tentative criteria for two sets of sub-categories for two independent components of activities, operation and content. The 13 operation sub-categories included, for example, stating, challenging, interpreting, and integrating. The 11 content sub-categories included, among others, Value Terms, Criteria, Facts, and Value Judgments. The criteria developed for the conceptual difficulties encountered in carrying out the design made it virtually impossible to obtain reliable criteria.

An interpretation of value discussions involving resolution of value conflict was based on two fundamentally different but related games, namely the rationality game and the ego game. The aims and roles of the ego game involved winning or persuading, whereas the aims and rules of the rationality game involved achieving a solution to value conflicts which maximizes the values of the participants.

Descriptors:

Behavioral science research; Classroom observation techniques; Conflict; Conflict resolution; Decision making; Decision making skills; Educational research; Group dynamics; Interaction process analysis; Research methodology; Research utilization; Social studies; Values.